Journal of Curriculum and Supervision

INDEX TO VOLUME 5

Author Index

Alfonso, Robert J., and Gerald R. Firth, Supervision: Needed Research (*A Research Agenda*), 5 (Winter 1990): 181–188

Atkins, Elaine, From Competing Paradigms to Final Consensus: A Case Study of the Deliberations of a Conflict-Prone Curriculum Group, 5 (Summer 1990): 308–327

Barrow, Robin, The Role of Conceptual Analysis in Curriculum Inquiry: A Holistic Approach (*Perspectives and Imperatives*), 5 (Spring 1990): 269–278

Blumberg, Arthur, Toward a Scholarship of Practice (*Comment*), 5 (Spring 1990): 236–243

Bolin, Frances S., The Status of Supervision Scholarship (*Response*), 5 (Spring 1990): 244–246

Brobeck, Sonja, The Need for Better Ethical Guidelines for Conducting and Reporting Research (*Are You Doing Inquiry Along These Lines?*), 5 (Winter 1990): 194–200

Bullough, Robert V., Jr., Supervision, Mentoring, and Self-Discovery: A Case Study of a First-Year Teacher, 5 (Summer 1990): 338–360

Chipley, Donald R., Making Sense out of Curriculum Research: Some Formative Notes and an Exploratory Model (*A Research Agenda*), 5 (Fall 1989): 70–80

Crehan, E. Patricia, and Peter P. Grimmett, Barry: A Case Study of Teacher Reflection in Clinical Supervision, 5 (Spring 1990): 214–235

Ennis, Catherine D., and Ann E. Jewett, Ecological Integration as a Value Orientation for Curricular Decision Making, 5 (Winter 1990): 120–131

Firth, Gerald R., and Robert J. Alfonso, Supervision: Needed Research (*A Research Agenda*), 5 (Winter 1990): 181–188

Garman, Noreen B., Theories Embedded in the Events of Clinical Supervision: A Hermeneutic Approach, 5 (Spring 1990): 201–213

Giroux, Henry A., Curriculum Theory, Textual Authority, and the Role of Teachers as Public Intellectuals (*Perspectives and Imperatives*), 5 (Summer 1990): 361–383

Glanz, Jeffrey, Beyond Bureaucracy: Notes on the Professionalization of Public School Supervision in the Early Twentieth Century, 5 (Winter 1990): 150–170

Goodson, Ivor F., Subjects for Study (*A Research Agenda*), 5 (Spring 1990): 260–268

Gordon, Stephen P., Developmental Supervision: An Exploratory Study of a Promising Model, 5 (Summer 1990): 293–307

Grimmett, Peter P., A Commentary on Schön's View of Reflection (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), 5 (Fall 1989): 19–28

Grimmett, Peter P., Toward a Practice of Scholarship: Beyond the Private Cold War Metaphor (*Response*), 5 (Spring 1990): 255–259

Grimmett, Peter P., and E. Patricia Crehan, Barry: A Case Study of Teacher Reflection in Clinical Supervision, 5 (Spring 1990): 214–235

Harris, Ilene B., A Critique of Schön's Views on Teacher Education: Contributions and Issues (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), 5 (Fall 1989): 13–18

Hawthorne, Richard D., Analyzing School-based Collaborative Curriculum Decision Making (*Are You Doing Inquiry Along These Lines?*), 5 (Spring 1990): 279–286

Henderson, James G., Three Personal Challenges Associated with Contingent Pragmatism, 5 (Winter 1990): 171–180

Holland, Patricia E., A Hermeneutic Perspective on Supervision Scholarship (*Response*), 5 (Spring 1990): 252–254

Honeychurch, Joyce, Language, Cognition, and Learning: Expressive Writing in the Classroom, 5 (Summer 1990): 328–337

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1987, 5 (Fall 1989): 98–105

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1987, 5 (Spring 1990): 287–291

Hunkins, Francis P., Fostering Doubt and Suspicion: Goal of the Curriculum

(*Perspectives and Imperatives*), 5 (Fall 1989): 81–90
Jardine, David W., "To Dwell with a Boundless Heart": On the Integrated Curriculum and the Recovery of the Earth, 5 (Winter 1990): 107–119
Jewett, Ann E., and Catherine D. Ennis, Ecological Integration as a Value Orientation for Curricular Decision Making, 5 (Winter 1990): 120–131
Kaufman, Johanna W., Donald J. McCarty, and Julie C. Stafford, Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices (*Are You Doing Inquiry Along These Lines?*), 5 (Fall 1989): 91–97
Kliebard, Herbert M., Problems of Definition in Curriculum, 5 (Fall 1989): 1–5
LaBoskey, Vicki Kubler, From Studio to Classroom—Or Not? (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), 5 (Fall 1989): 29–34
McCarty, Donald J., Johanna W. Kaufman, and Julie C. Stafford, Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices (*Are You Doing Inquiry Along These Lines?*), 5 (Fall 1989): 91–97
MacKinnon, Allan M., Conceptualizing a "Hall of Mirrors" in a Science-Teaching Practicum (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), 5 (Fall 1989): 41–59
Nolan, James F., Can Supervisory Practice Embrace Schön's View of Reflective Supervision? (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), 5 (Fall 1989): 35–40
Oberg, Antoinette A., Supervision as a Creative Act (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), 5 (Fall 1989): 60–69
O'Gorman, Robert T., Knowing Is in Action (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), 5 (Fall 1989): 10–12
Reynolds, William M., Comprehensiveness and Multidimensionality in Synoptic Curriculum Texts (*Perspectives and Imperatives*), 5 (Winter 1990): 189–193
Schön, Donald A., Quotations (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), 5 (Fall 1989): 6–9
Sergiovanni, Thomas J., An Emerging Scholarship of Practice (*Response*), 5 (Spring 1990): 247–251
Stafford, Julie C., Donald J. McCarty, and Johanna W. Kaufman, Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices (*Are You Doing Inquiry Along These Lines?*), 5 (Fall 1989): 91–97
Young, Jean Helen, Curriculum Implementation: An Organizational Perspective, 5 (Winter 1990): 132–149

Title Index

Abstracts of Selected Doctoral Dissertations in Curriculum: 1987, Dorothy Huenecke, 5 (Fall 1989): 98–105
Abstracts of Selected Doctoral Dissertations in Supervision: 1987, Dorothy Huenecke, 5 (Spring 1990): 287–291
Analyzing School-based Collaborative Curriculum Decision Making (*Are You Doing Inquiry Along These Lines?*), Richard D. Hawthorne, 5 (Spring 1990): 279–286
Are You Doing Inquiry Along These Lines? Analyzing School-based Collaborative Curriculum Decision Making, Richard D. Hawthorne, 5 (Spring 1990): 279–286
Are You Doing Inquiry Along These Lines? Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices, Donald J. McCarty, Johanna W. Kaufman, and Julie C. Stafford, 5 (Fall 1989): 91–97
Are You Doing Inquiry Along These Lines? The Need for Better Ethical Guidelines for Conducting and Reporting Research, Sonja Brobeck, 5 (Winter 1990): 194–200
Barry: A Case Study of Teacher Reflection in Clinical Supervision, Peter P. Grimmett and E. Patricia Crehan, 5 (Spring 1990): 214–235
Beyond Bureaucracy: Notes on the Professionalization of Public School Supervision in the Early Twentieth Century, Jeffrey Glanz, 5 (Winter 1990): 150–170
Can Supervisory Practice Embrace Schön's View of Reflective Supervision? (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), James F. Nolan, 5 (Fall 1989): 35–40
Comment: Toward a Scholarship of Practice, Arthur Blumberg, 5 (Spring 1990): 236–243
A Commentary on Schön's View of Reflection (*A Symposium on Schön's Concept of Reflective Practice: Critiques,*

Commentaries, Illustrations), Peter P. Grimmett, 5 (Fall 1989): 19–28

From Competing Paradigms to Final Consensus: A Case Study of the Deliberations of a Conflict-Prone Curriculum Group, Elaine Atkins, 5 (Summer 1990): 308–327

Comprehensiveness and Multidimensionality in Synoptic Curriculum Texts (*Perspectives and Imperatives*), William M. Reynolds, 5 (Winter 1990): 189–193

Conceptualizing a "Hall of Mirrors" in a Science-Teaching Practicum (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), Allan M. MacKinnon, 5 (Fall 1989): 41–59

A Critique of Schön's Views on Teacher Education: Contributions and Issues (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), Ilene B. Harris, 5 (Fall 1989): 13–18

Curriculum Implementation: An Organizational Perspective, Jean Helen Young, 5 (Winter 1990): 132–149

Curriculum Theory, Textual Authority, and the Role of Teachers as Public Intellectuals (*Perspectives and Imperatives*), Henry A. Giroux, 5 (Summer 1990): 361–383

Developmental Supervision: An Exploratory Study of a Promising Model, Stephen P. Gordon, 5 (Summer 1990): 293–307

"To Dwell with a Boundless Heart": On the Integrated Curriculum and the Recovery of the Earth, David W. Jardine, 5 (Winter 1990): 107–119

Ecological Integration as a Value Orientation for Curricular Decision Making, Ann E. Jewett and Catherine D. Ennis, 5 (Winter 1990): 120–131

An Emerging Scholarship of Practice (*Response*), Thomas J. Sergiovanni, 5 (Spring 1990): 247–251

Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices (*Are You Doing Inquiry Along These Lines?*), Donald J. McCarty, Johanna W. Kaufman, and Julie C. Stafford, 5 (Fall 1989): 91–97

Fostering Doubt and Suspicion: Goal of the Curriculum (*Perspectives and Imperatives*), Francis P. Hunkins, 5 (Fall 1989): 81–90

A Hermeneutic Perspective on Supervision Scholarship (*Response*), Patricia E. Holland, 5 (Spring 1990): 252–254

Knowing Is in Action (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), Robert T. O'Gorman, 5 (Fall 1989): 10–12

Language, Cognition, and Learning: Expressive Writing in the Classroom, Joyce Honeychurch, 5 (Summer 1990): 328–337

Making Sense out of Curriculum Research: Some Formative Notes and an Exploratory Model (*A Research Agenda*), Donald R. Chipley, 5 (Fall 1989): 70–80

The Need for Better Ethical Guidelines for Conducting and Reporting Research (*Are You Doing Inquiry Along These Lines?*), Sonja Brobeck, 5 (Winter 1990): 194–200

Perspectives and Imperatives: Comprehensiveness and Multidimensionality in Synoptic Curriculum Texts, William M. Reynolds, 5 (Winter 1990): 189–193

Perspectives and Imperatives: Curriculum Theory, Textual Authority, and the Role of Teachers as Public Intellectuals, Henry A. Giroux, 5 (Summer 1990): 361–383

Perspectives and Imperatives: Fostering Doubt and Suspicion: Goal of the Curriculum, Francis P. Hunkins, 5 (Fall 1989): 81–90

Perspectives and Imperatives: The Role of Conceptual Analysis in Curriculum Inquiry: A Holistic Approach, Robin Barrow, 5 (Spring 1990): 269–278

Problems of Definition in Curriculum, Herbert M. Kliebard, 5 (Fall 1989): 1–5

Quotations (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), Donald A. Schön, 5 (Fall 1989): 6–9

A Research Agenda: Making Sense out of Curriculum Research: Some Formative Notes and an Exploratory Model, Donald R. Chipley, 5 (Fall 1989): 70–80

A Research Agena: Subjects for Study, Ivor F. Goodson, 5 (Spring 1990): 260–268

A Research Agenda: Supervision: Needed Research, Robert J. Alfonso and Gerald R. Firth, 5 (Winter 1990): 181–188

Response: A Hermeneutic Perspective on Supervision Scholarship, Patricia E. Holland, 5 (Spring 1990): 252–254

Response: An Emerging Scholarship of Practice, Thomas J. Sergiovanni, 5 (Spring 1990): 247–251

Response: The Status of Supervision Scholarship, Frances S. Bolin, 5 (Spring 1990): 244–246

Response: Toward a Practice of Scholarship: Beyond the Private Cold War Metaphor, Peter P. Grimmett, 5 (Spring 1990): 255–259

The Role of Conceptual Analysis in Curriculum Inquiry: A Holistic Approach (*Perspectives and Imperatives*), Robin Barrow, 5 (Spring 1990): 269–278

The Status of Supervision Scholarship (*Response*), Frances S. Bolin, 5 (Spring 1990): 244–246
From Studio to Classroom—Or Not? (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), Vicki Kubler LaBoskey, 5 (Fall 1989): 29–34
Subjects for Study (*A Research Agenda*), Ivor F. Goodson, 5 (Spring 1990): 260–268
Supervision as a Creative Act (*A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations*), Antoinette A. Oberg, 5 (Fall 1989): 60–69
Supervision, Mentoring, and Self-Discovery: A Case Study of a First-Year Teacher, Robert V. Bullough, Jr., 5 (Summer 1990): 338–360
Supervision: Needed Research (*A Research Agenda*), Robert J. Alfonso and Gerald R. Firth, 5 (Winter 1990): 181–188
A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations: Quotations, Donald A. Schön, 5 (Fall 1989): 6–9; Knowing Is in Action, Robert T. O'Gorman, 5 (Fall 1989): 10–12; A Critique of Schön's Views on Teacher Education: Contributions and Issues, Ilene B. Harris, 5 (Fall 1989): 13–18; A Commentary on Schön's View of Reflection, Peter P. Grimmett, 5 (Fall 1989): 19–28; From Studio to Classroom—Or Not? Vicki Kubler LaBoskey, 5 (Fall 1989): 29–34; Can Supervisory Practice Embrace Schön's View of Reflective Supervision? James F. Nolan, 5 (Fall 1989): 35–40; Conceptualizing a "Hall of Mirrors" in a Science-Teaching Practicum, Allan M. MacKinnon, 5 (Fall 1989): 41–59; Supervision as a Creative Act, Antoinette A. Oberg, 5 (Fall 1989): 60–69
Theories Embedded in the Events of Clinical Supervision: A Hermeneutic Approach, Noreen B. Garman, 5 (Spring 1990): 201–213
Three Personal Challenges Associated with Contingent Pragmatism, James G. Henderson, 5 (Winter 1990): 171–180
Toward a Practice of Scholarship: Beyond the Private Cold War Metaphor (*Response*), Peter P. Grimmett, 5 (Spring 1990): 255–259
Toward a Scholarship of Practice (*Comment*), Arthur Blumberg, 5 (Spring 1990): 236–243